



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

special student, while their value to the layman would have been enormously enhanced.

A. A. GOLDENWEISER.

COLUMBIA UNIVERSITY.

The Fundamentals of Psychology. W. B. PILLSBURY. New York: The Macmillan Company. 1916. Pp. 562.

Professor Pillsbury, whose *Essentials of Psychology* has been perhaps more generally useful than any other American text, has here undertaken a task in which he can scarcely expect to satisfy any one completely. There is fairly general agreement regarding the material that ought to be presented in an elementary text-book, and on the other hand a monumental treatise like Wundt's *Grundzüge* should, it is clear, contain everything that is known about a subject. But an intermediate text-book, intended to be studied by the pupil who knows the elements of the science, but not undertaking to discuss any topic exhaustively, is sure to come in for criticism on its selection of material. It is easy to quarrel with the author for over-emphasizing certain topics (why need the student occupy even a single pulse of attention with the fact that the intraocular pressure amounts to about 25 mm. of mercury in the normal individual?), and dismissing others hastily or ignoring them entirely (there is hardly any mention in the book of reaction time or psycho-physical methods). But it would be far from easy to write a book whose choices would provoke any less criticism. One may, I think, fairly object that if any names at all were to be mentioned in the text or in footnotes as authorities for facts, such references should have been much more adequate and complete: the selection of names actually made is likely to give the student a distorted view of the relative importance of authorities.

The author's conclusions on disputed points, where he states them, are such as seem to me sound. He correctly points out that the experiments of Cannon and Sherrington do not overthrow the James-Lange theory of emotions. His treatment of the self is suggestive and satisfactory. I should have preferred to have the motor theory of attention more adequately presented, if not adopted. There seems no especial gain in trying to make the conditions of attention identical throughout with those of association: change, the most important objective condition of attention, has no parallel among the conditions of association. In his opening chapter, Professor Pillsbury says: "We shall endeavor as far as possible to keep the explanation of physical states in terms of antecedent physical states, and the explanation of mental states in terms of antecedent mental states, and assume as little interaction between the series as

is possible." It is perhaps needless to say that he does not carry out this impossible programme, but presents both physiological and psychological explanations for mental states, adopting whichever seems most nearly adequate without worrying about interaction.

The reviewer's chief regret concerning the book is its style, which must be called extremely careless and often far from clear. The actual writing must have been very hastily done. But as a busy teacher one can not find it in one's heart to judge a colleague too severely on such a point.

MARGARET FLOY WASHBURN.

VASSAR COLLEGE.

JOURNALS AND NEW BOOKS

JOURNAL OF ABNORMAL PSYCHOLOGY, October, 1917. *The Psychological Clinic of Southern California Association of Applied Science* (pp. 217-231): Reported by F. E. OWEN. — The work of the Psychological Clinic, opened in September, 1915, under the direction of Miss Margaret Hamilton, is discussed with emphasis on her methods, principles, and points of view. *Insanity in American Prisons and the Prison Psychosis* (pp. 232-239): G. W. BROCK. — A summary of the conditions in many states concerning the care of the criminal insane is given, with an appeal for equally good care for the criminal insane as is given the civil insane in our best state hospitals. The assistance of alienists and psychologists to sort out and classify the social misfits is being more frequently sought in our courts. *The Conduct of the Insane: A Contribution to Psychopathological Theory* (pp. 240-256): HAROLD I. GOSLINE. — The study of 250 cases was made and among other conclusions is the one that the reaction of patients fall into two groups, strong and weak. A bibliography is appended. *A Discussion of the Mechanism of Mental Torticollis* (pp. 257-259): L. PIERCE CLARK. — The torticollitic is a profoundly neurotic individual whose infantile emotional life is an arrest or fixation in a diffused way on the parent, on himself, and to a less degree, upon his own sex, and because of such an emotional arrest his main trends of character are weak and inadequate. *Stammering Discussion* (pp. 260-264): ERNEST TOMPKINS. — The confusion of the words stammering and stuttering is explained. The ratio among men and women for stammering is generally given 9:1, for boys and girls 3:1. There must, therefore, be recovery, since stammering rarely is contracted after age of twelve. *Notes and Reflexions from the Fields of Abnormal Psychology* (pp. 265-276). — Thirteen interesting notes are given, including quotations from